R E P O R T R E S U M E S

ED 016 152 AC 001 780

CIVIC LEADERSHIP DEVELOPMENT. FINAL REPORT AND EVALUATION OF GRANT 66 - 1 - 1 UNDER PUBLIC LAW 89-329, TITLE I.

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BELLARMINE COLL., LOUISVILLE, KY.

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EXPERIENCE HAS SHOWN THAT MOST PROBLEMS RELATING TO CIVIC LEADERSHIP STEM FROM INADEQUATE UNDERSTANDING OF CIVIC RESPONSIBILITY AMONG LESS AFFLUENT CITIZENS AND FROM THE LACK OF MEANS TO PROJECT CIVIC PRIDE AND LEADERSHIP. IN A PROGRAM FUNDED BY A FEDERAL GRANT, BELLARMINE COLLEGE BROUGHT ITS RESOURCES TO BEAR ON THIS PROBLEM BY ESTABLISHING IN THE WEST END OF LOUISVILLE, KENTUCKY, FOUR SEQUENTIAL COURSES--CIVIC RESPONSIBILITY AND PARLIAMENTARY LAW AND PROCEDURES (FALL 1966) AND GROUP EMOTIONAL ADJUSTMENT AND SPEECH DYNAMICS (SPRING 1967). PARTICIPANTS WERE 41 SELECTED CITIZENS, BETWEEN THE AGES OF 30 AND 50, WITH A BLUE COLLAR VOCATIONAL BACKGROUND. THE COURSES WERE GIVEN IN A SCHOOL CONVENIENTLY LOCATED IN THE HEART OF THE WEST END, AN AREA OF RAPID SOCIOECONOMIC CHANGE IN GREAT NEED OF LOCAL LEADERSHIP. OF THE ORIGINAL GROUP, 31 COMPLETED THE COURSE. COURSE CONTENT, FACILITIES, INSTRUCTION, AND STUDENT RAPPORT WERE RATED AS GOOD TO EXCELLENT AND THE OVERALL PROGRAM WAS JUDGED EFFECTIVE. (THE DOCUMENT INCLUDES THE PROGRAM BUDGET, QUESTIONNAIRE RESPONSES CITING WEST END PROBLEMS, AND APPENDIXES.) (LY)

ED016152

FINAL REPORT AND EVALUATION

OF

GRANT # 66 - 1 - 1

CIVIC LEADERSHIP DEVELOPMENT

Bellarmine College
Louisville, Kentucky 40205

Under

PUBLIC LAW 89-329, TITLE I

To the State Agency

Rev. Richard L. Friedrich
Project Director
(Assistant to the President and Director, Division of Continuing Education and Community Service, Bellarmine College)

May 15, 1967

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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AC001 780

FINAL REPORT AND EVALUATION

OF

GRANT #66-1-1 (PL 89-329, TITLE I)

Entitled

"CIVIC LEADERSHIP DEVELOPMENT"

Administered by

Bellarmine College, Division of

Continuing Education and Community Service

Louisville, Kentucky 40205

Rev. Richard L. Friedrich
Project Director

THE PROGRAM

As stated in abstract sections of the Grant Proposal, attached to this report and marked as Exhibit A, the purpose of the Civic Leadership Development Project was to bring the resources of Bellarmine College to bear on the solution of the basic core of problems in this area, namely, the lack of proper understanding of civic responsibility on the part of the less affluent citizen and of the necessary tools to project civic pride and leadership. The method employed was the offering at a school in the West End (Louisville) area of four (4) sequential continuing education courses: (1) Civic Responsibility; (2) Parlimentary Law and Procedures; (3) Group Emo-

tional Adjustment and (4) Speech Dynamics.

Upon receipt of this Grant, the Project Director met with his two Assistant Directors to plan the proper method of obtaining prospective students for the project, to set up criteria for selection of students, to advertise and promote the project and to establish norms for the evaluation of the courses involved and the end product of the project in terms of actual student benefits.

Through letters to local civic, religious and educational leaders in the target area as well as with the cooperation of the local Community Action Commission, a total of 351 prospective names was obtained. A letter of invitation along with a printed brochure (Exhibit B) was sent to these prospective students and a total of 85 applications were received for the 30 to 40 stated student positions in the sequential series of courses.

A Committee composed of the Project Directors and three selected Consultants met to review the 85 applications and to select the students on the basis of the following criteria (race, color, or creed had no part in the criteria for selection or in the application):

1. Resident of West End of Louisville (Project area stated in Grant)
2. Blue collar worker
3. Applicant between age of 30 and 50

4. Statement of willingness to attend entire Project's 4 sequential courses

5. Earliest date of receipt of application in the event of equal status on the above 4 criteria.

The Committee accepted 41 students, placed 31 on stand-by basis in the event of non-acceptance of any of the 41 chosen or in the event of early drop-out of same, and rejected 13 because they were lacking one or more of the criteria listed above. Notices were sent to all of the above informing them of the results of the applications and requesting the 41 chosen students to attend an orientation session held one-half hour before the first class scheduled on September 28, 1967, at 8 P.M.

Contractual arrangements were made with the two Assistant Project Directors, with the four Consultants and with the four course instructors as well as arrangements made with the school where the classes were to be held.

Progress Quarterly Reports were submitted to the State Agency on October 14, 1966, and on January 23, 1967, with the final Report, by agreement with the State Agency, being submitted on May 15, 1967.

As described in Exhibit B, the four sequential courses and topics are as follows:

CIVIC RESPONSIBILITY

1. You are Mr. and Mrs. America
2. The Tensions of Citizenship
3. Private Man and Public Duty
4. Tactics and Techniques of Community Action
5. You are the Political Process
6. Our American Heritage

PARLIMENTARY LAW AND PROCEDURE

1. How to Conduct a Meeting. Who? What? When? Where? Why?
2. Stand Up! Speak Up! Shut Up!
3. Do You Have a Better Idea?
4. Be a Member - Not a Joiner - You An Officer

GROUP EMOTIONAL ADJUSTMENT

1. Individual VS Group Behavior
2. Basic Personality Types
3. Self Understanding (Self Concept)
4. Emotional Blocks to Character Formation
5. Group Dynamics

SPEECH DYNAMICS

1. Who's There?
2. What's That You Say?
3. You Mean ....?
4. Hands Up ...?
5. What's So Funny?
6. Get Down to Business?

The students, thus, were exposed to lecture-discussion classes of two hours plus for 10 weeks in the Fall 1966 semester and for 11 weeks in the Spring 1967 semester. Average attendance-participation was excellent considering the fact that many were actively engaged in community projects and especially the open-housing actions in the Spring of 1967. Of the 41 original students there were 31 to receive Certificates of Achievement at "graduation" exercises on April 26, 1967.

The original 41 students came from a variety of educational, religious and ethnic backgrounds and somewhat to our surprise, since race was not used on the application, there was approximately 50% negroe and 50% white and educational backgrounds ranging from the 8th grade through a college graduate. The group seemed to jell with the first class and formed a close relationship thereafter. Of the 10 drop-outs, several were for reasons of health and others because of a change in work hours, with only 2 known to have given no reason for not attending.

E V A L U A T I O N

During the course of the project, several evaluations were made both by the Directors and by out-side sources. The Project Director requested a journalism student, employed part-time by "The Record" to review the questionnaires (Exhibits C and D) as well as to interview the students personally. The results of her work were printed in "The Record" on March 3, 1967 and with her expressed permission are quoted here as objective evaluation:

"LEADERS TRAIN TO HELP CITY'S STEPCHILD

You will be hearing more about Louisville's West End.

The talk will come from residents determined to change the area's stigma as "the other side of the tracks" and " a stepchild of the city."

There will probably be suggestions for neighborhood improvement projects, cultural enrichment programs, and more group action on community problems.

There will be attempts to erase the "lack of understanding" among neighbors in the area, and an effort to change an "ingrained conviction that whatever West End residents attempt will be to no purpose; that their efforts cannot change anything."

The "talkers" who made these statements are already training in a Civic Leadership Development project directed by Bellarmine College. The program, funded under the federal Higher Education Act of 1965, consists of four courses in leadership procedures and policies taught by Bellarmine faculty members.

It opened last Fall to 41 carefully-screened adults of "blue-collar vocational backgrounds," in the West End. They were selected from some 250 recommendations made by priests, ministers, rabbis and community leaders in the area.

Bellarmine is offering the two-semester, tuition-free course, says a brochure in "an attempted solution on a grass-root level, of the urgent and basic problems of citizens caught up in the swirl of socio-economic changes and the upsurge of rising expectations."

Last semester, the group attended weekly classes on Civic Responsibility and Parlimentary Law and Procedures. Their courses this semester are Group Emotional Adjustment and Speech Dynamics. With these studies, Bellarmine hopes to correct a "misunderstanding of civic responsibility and lack of basic leadership tools," according to the brochure.

The leadership group is an interesting cross-section of housewives and laborers, some college-trained and others with only a few years of high school. Project director, Father Richard Friedrich, Assistant to the President at Bellarmine, feels he was "lucky" to get a balanced representation of races, sexes, and religions - though no stipulation of this sort were placed on the applicants.

Most of the "students" are parents of large families averaging five children or more. The majority are high school educated, though eight have college experience and one, a teacher, holds a degree. Most of the women are housewives, and many hold outside jobs or do volunteer work for community organizations.

Many of the men work for large companies as clerks, truck drivers or supervisors. The group includes a minister and a realtor. These are all "solo" positions since members of the same family cannot take the course together.

"OPEN STOCK" FOR HELP

Why did they apply for this leadership training? Some of the reasons were noted in the first paragraphs. They feel they are "lacking in know-how" and "want to become acquainted with available community services." A housewife said "I want my life to be 'open stock' when my fellow man needs me."

Some mentioned a desire to upgrade the West End image as a forgotten area of Louisville. As an example, a father of four noted "the fact that parochial school children in the East End are praying for the 'poor' people in the same breath with the missions of Africa and the boys in Vietnam."

The majority agrees that the West End's main problem is a 'sense of apathy'. "Most people think only of themselves and are not interested in the community as a whole" one resident said.

A capsule view of the major drawbacks to improvement is shown on an evaluation questionnaire recently filled out by the group. They listed these problems in the order of their importance:

- A fear of"sticking my neck out" felt by residents and community leaders alike.

- Fear of racial problems and misunderstanding. A young sales supervisor taking the course noted that whites "who have stayed (in the West End) seem to have integrated without any problem at all." But he still does not think "people are relaxed with each other, whites are afraid that if they get too friendly they will have Negroes dropping by on a Saturday night."

- Lack of personal or family interest. Mrs. Frances Cummings, a part-time model and mother of four, feels West End residents "don't want responsibility. You'd be surprised at the people who would rather sit with their hands on their laps and be idle." She cites an instance when some of her neighbors refused to sign a petition asking better police protection because they feared reprisals.

- People rent and don't own their homes. Thomas Miller a West End realtor says this situation is forced on negroes who can afford to buy their homes. They are not shown the more expensive homes, he says, but are offered only low-price dwellings that aren't worth the investment. And if they do desire to buy, he adds, they are often forced to make a higher down payment than many customers.

- Mistrust of civic officials. Forest Flemister, father of 8 children feels the poverty progrm is "ineffective in the West End." There is too much emphasis on youth and not enough on the age group 35 and up" he says.

- Involvement in politics too costly. The need for financial backing coupled with the fear of "sticking my neck out" and lack of political knowhow makes many leaders hesitate at political involvement.

- Corrupt police and aldermanic system. Most of the leaders rated this least important ofthe problems, though some expressed a conviction that the area was being neglected by these groups.

Have they hit on any solution yet? Most say they havn't formed a definite program though suggestions for projects have been discussed. Whatever is done when the courses end this Spring, it will depend on the individual initiative of these West End leaders. Father Friedrich emphasizes that the course is only to prepare residents for leadership, not to plan their programs for them.

Many of the suggestions tossed around involve localized efforts: urging neighbors to clean up their yards and organizing neighborhood improvement projects. Others would like to see adults chaperoning teen groups, and older residents caring for young children of working mothers.

Mrs. Cummings is convinced that the West End needs "more culture - better music, teaching crafts in school, taking the children to concerts." She "doesn't like the stress of brawn and no brains" in athletic programs, and feels "we need to pull our children out of this rut they are in."

Hopefully, these outspoken and strongly-motivated citizens will take some group action to apply what they have learned. Whether they do, there is no doubt the West End will be heard."

On May 1, 1967, the Project Director met with the two Assistant Directors and with the secretary to review and evaluate all aspects of the program as well as the end results, the accomplishments of the students as they, through their representative, so stated.

Our general observations are that the course instructors appeared well prepared, distributing at each session, mimoegraphed materials for the students' printed folder (provided to them at the first class), that they seemed to get as much out of the sessions as the students themselves and performed an excellent job in relating themselves and their subject to the students. The facilities and class mechanics were excellent. It was noted that this was the first experience for most in taking continuing education classes in mixed groups and that the racial groups appeared to establish an excellent relationship, one of working together to learn how to solve the complex problems of a very changing area of the City of Louisville. Prejudice disappeared and even an ecumenical spirit began to appear.

Although some of the instructors seemed at first to be too sophisticated in their approach, this was soon lost and they came down to earth in their approach and content, relating their subject to the specific goals of the Civic Leadership Development Project.

Each instructor had particularly strong points and even the one at first given the lowest rating, later received commendation when the total impact of the 4 sequential courses had the desired effect. The students particularly gained much from the course on Parlimentary Law and Procedure because of the methods employed by Miss Hudson and from the course on Group Emotional Adjustment because of the finese and personal attention to each and every personal question of Dr. Tadajewski who especially used student questions to the students' advantage.

The end product of the Civic Leadership Development project may be years in developing in the personal lives of the students but it is worthy of note that the 31 receiving certificates belong at present in an active fashion to 56 different civic, education and socio-religious organizations in the project area. Certainly, and with pride and as much objectivity as possible, the Project Director, his 2 Assistants, his secretary, who actively participated in many aspects of the project and the 4 instructors were well pleased with the results of the project and in particular with the evaluation as presented on the last evening of class, in the name of the class, by one of its members, Mr. Charles Calloway who stated:

> "I think that we have enjoyed and learned very much from these four courses.

"Tonight we sit here thinking as to what we shall do with the knowledge that we have acquired. Tonight we have problems in our city. Open housing, the War on Poverty, job discrimination, discrimination by unions, and de facto segregation in our schools. How can we help? Tonight we sit here thinking about the war in Vietnam, the struggle in the United Nations, the Common Market, the Berlin Wall. Tonight we sit here thinking about our children, we are thinking about our failures and our achievements. What can we do? Tonight we sit here thinking about the past five months and the knowledge we have gained. How shall we use it?

"It has once been said, that all knowledge that does not end in Love is nothing. We must do something with this knowledge. We must do the right things for the right reasons. We must share this knowledge and share it in a positive way.

"We have a dual role to play and this will be difficult. We must try to bring about <u>institutional changes.</u> We must be continually concerned for the poor and at the same time try to persuade the prevailing power structure, by reason, if possible and pressure if necessary the need for change. Change in this context does not mean chaos. Change in this context means that the lines of communications will be open. We will go out of here tonight and become a <u>participant</u> in the decision making process. This is power, not black power, not white power, but power gained from knowledge. Knowledge is power. Whitney Young, Jr. once said: "some education in your head, some dollars in your pocket and a vote in the ballot box is power."

"This does not mean that we have become Ph.D.'s nor are we professionals, but we are people that can help get the job done."

G R A D U A T E S

CIVIC LEADERSHIP DEVELOPMENT

1966 - 1967

Mary S. Bryant

Eva Pauline Byrd

Charles Henry Calloway

James M. Clines

Rosemary Cook

Frances Elizabeth Cummings

Henrietta David

Dorothy M. Dryden

Catherine A. Duvall

Forrest Freddie Flemister

Carl Edward Gribbons

James L. Harris

Thelma C. Herbert

Cornelius J. Higgins, Jr.

Roland Thomas Miller

Mary Alvenia Moore

Bette Watson Payne

Bernard Michael Recktenwald

Clara Elizabeth Reynolds

Jennie Carol Scott

William T. Shawler

Gerald Joseph Stratman

Thomas D. Sullivan

Sarah Josie Thompson

Armstead Howard Turley

James E. Warfield

Ella M. Weathers

Alyce Yvonne Wilson

John Clifton Withers

Mary Elizabeth Wohlleb

Dolores Joan Zellers

GRANT FINANCIAL ACCOUNTING

#66-1-1 (PL 89-329, TITLE I)

1. PERSONNEL COSTS

1. Project Director ---------- $1,590.00
   Rev. Richard L. Friedrich
   5 weeks full-time x $318 weekly

2. Assistant Project Directors ---------- $1,200.00
   Sr. Francis Jane, S.L. $600.00*
   Rev. Arthur J. Hartman $600.00*
   *Standard part-time salary scale

3. Instructional Faculty ----------$2,000.00
   Dr. Scott W. Cole $500.00*
   Rev. Joseph Miller $500.00*
   Dr. A. P. Tadajdwski $500.00*
   Mis Beulah O. Hudson $500.00*
   * Standard Adult Education Maximum Salary

4. Consultants ---------- $ 300.00
   Miss Lucille M. Pape $75.00
   Rev. Raymond J. Treece $75.00
   Rev. Bertrand Rapp $75.00
   Rev. Louis Bossung $75.00
   (Used because of financial and area background experience in project target sector)

5. Secretarial Services----------$ 300.00
   120 hours @ $2.50

6. Fringe Benefits ----------$ 0.00
   (If applicable, from indirect costs)

Total Personnel Costs $5,390.00

2. MATERIAL COSTS $ 350.00

Office Supplies ----------$50.00

Stationery	$12.00
Envelopes	$18.00
Stencils	$10.00
Paper	$10.00
	$50.00

Student Supplies ----------		$50.00
Folders	$23.00	
Stencils	$18.00	
Paper	$10.00	
	$50.00	
Printing ----------		$200.00
Brochures	$40.00	
Certificates and Folders	$102.50	
Report	$57.50	
	$200.00	
Postage ----------		$50.00
		$350.00

3. EQUIPMENT

Film rental for "Group Emotional Adjustment" ----$ 50.00

Total Direct Cost $5,790.00

4. INDIRECT COSTS * $2,949.00

* Computed at 54.73 of salaries and wages according to ratio presented to the National Science Foundation on April 4, 1966, which becomes here an accounting entry.

Project Cost----------	$8,739.00
Non-Federal + ----------	$2,185.00
Total Federal ----------	$6,554.00

+ From Indirect Costs

Certified by Mr. Darrell Perry, Accountant, Bellarmine College, on May 12, 1967

EXHIBIT #A

EXHIBIT # A

GRANT PROPOSAL

CIVIC LEADERSHIP DEVELOPMENT

A Proposed Community Service or Continuing Education Project Submitted to the University of Kentucky as the State Agency for Administration of Title I of the Higher Education Act of 1965 in Kentucky

1. BELLARMINE COLLEGE
   2000 Norris Place
   Louisville, Kentucky 40205

2. Project Director: Rev. Richard L. Friedrich
   Assistant to the President,
   Bellarmine College
   Louisville, Kentucky 40205
   Phone: 502-452-2641

3. Civic Leadership Development

4. A. Total cost of project $8,739.00
   B. Non-federal share $2,185.00
   C. Total Federal funds requested $6,554.00

5. Fiscal Officer: Very Rev. Msgr. Raymond J. Treece
   Vice President
   Bellarmine College

6. _____
   Rt. Rev. Msgr. Alfred F. Horrigan, Ph.D.
   President of Bellarmine College

7. May 12, 1966 - Revised June 16, 1966, per State Agency request.

A B S T R A C T

Experience has shown that the core of most problems connected with civic leadership development is the lack of a proper understanding of civic responsibility on the part of the less affluent citizen and of the necessary tools to project civic pride and leadership.

In its project "Civic Leadership Development," Bellarmine College through its Division of Adult Education proposes to bring its resources to bear on the solution of this basic community problem by establishing in the West End of Louisville, Kentucky the following continuing education courses on a sequential basis: (1) Civic Responsibility; (2) Parlimentary Law and Procedures; (3) Group Emotional Adjustment and (4) Speech Dynamics.

The project's clientele will be the citizens of Louisville's West End, an area of rapid socio-economic change in great need of local civic leadership development.

In addition to the Project Director, the staff, described further in the proposal, will come chiefly from the College's regular faculty.

PLAN OF WORK

The Civic Leadership Development project has for its nature and purpose the solution, on a grass-roots level, of the urgent and basic problems of citizens caught up in the swirl of socio-economic change and the upsurge of rising expectations. These basic and urgent problems are the misunderstanding of civic responsibility (only the rich and the products of existing power structure can be leaders) and the lack of basic leadership tools. Evidence of the urgency of these problems is manifested by the fact that the Louisville Community Action Commission currently finds it practically impossible to obtain leadership from this area of Louisville.

In proposing a project of sequential courses, it is anticipated that the cumulative effect will dramatically solve the problem and thereby serve the State as a pilot program for a desirable multipilier effect. The project is designed to give four sequential courses to a group of between 30-40 selected citizens of a blue collar vocational background between the ages of 30 and 50 in a school located in the heart of the area to be served. This is judged best because it is felt that such citizens would be more apt to attend if travel were held to a minimum and because of the less affluent nature of these citizens.

Certificates of Achievement will be issued by the College to all who complete the full sequence of four courses. These courses will be offered as follows:

F A L L 1 9 6 6

1. Civic Responsibility

   Six weeks, one night per week of two hours, including buz sessions, using resource people from local government.

2. Parlimentary Law and Procedure

   Four weeks, one night per week of two hours lecture and demonstration

S P R I N G 1 9 6 7

3. Group Emotional Adjustment

   Five weeks, one night per week of two hours lecture and demonstration.

4. Speech Dynamics

   Six weeks, one night per week of two hours lecture, demonstration and class participation.

Finally, it is judged best to apply for a Title I Grant for this project because of the apparent apathy and lack of other private and public efforts to mount such a solution to these problems. Past experience and contacts lead the College

to believe that there is little hope for project funds from other than this federal source.

Selection of Students

The procedure for selection of students for the four sequential courses will be the rather standard procedure of area group and individual recommendation, application form and screening by the Director and Assistant Directors. The criteria will be that of the willingness to attend, ability to absorb and participate, qualities of potential leadership, and specific recommendations.

Evaluation Technique and Report

This Civic Leadership Development program will be evaluated by means of student questionnaire, faculty-staff reactions, reactions of key participants, area and group evaluation, including an account of who attended, how chosen, outcome of subjects covered, all leading to a mimeographed report hopefully indicating whether or not such a program could be used as a pilot for similar programs elsewhere in the State.

B U D G E T

1. PERSONNEL COSTS

1. Project Director ---------- $1,590.00

   Rev. Richard L. Friedrich
   5 weeks full-time x $318. weekly

2. Assistant Project Directors ---------- $1,200.00

   Sister Francis Jane, S.L. $600*
   Rev. Arthur J. Hartman $600*

   *Standard part-time salary scale for Lecturer teaching 3 semester hours.

3. Instructional Faculty ---------- $2,000.00

   Scott W. Cole, Ph.D. (full-time faculty member) $500*

   Rev. Joseph M. Miller (full-time faculty member) $500*

   A. P. Tadajewski, Ph.D. (part-time faculty member) $500*

   Miss Buelah Hudson (part-time affiliate) $500*

   *Standard Bellarmine College Adult Education Salary Scale for full or part-time faculty teaching Adult Education courses.

4. Consultants ---------- $ 300.00

   Mr. Richard Smith $75.
   Mrs. Richard Smith $75.
   Rev. Bertrand Rapp $75.
   Rev. John Jones $75.

   To be used at various points in Program for demonstration techniques. Standard fee. These Consultants have had considerable experience in this work.

5. Secretarial Services---------- $ 300.00
120 hours @ $2.50

6. Payments to fringe benifits --------- $ 0.00
(Personnel either already covered by College or not applicable)

7. TOTAL PERSONNEL COSTS ---------- $5,390.00

2. MATERIAL COSTS ---------- $ 350.00

Office Supplies	$50.
Student Supplies	$50.
Printing (Brochure and Report)	$200.
Postage	$50.

3. EQUIPMENT ---------- $ 50.00

Film, projector-screen rental for course on Civic Responsibility

TOTAL OF DIRECT COSTS $5,790.00

4. INDIRECT COSTS

College indirect cost rate computed for National Science Foundation is 54.73% (of Salaries and Wages) ---------- $2,949.00

Total Project Cost $8,739.00

Non-Federal Funds* $2,185.00

Total Federal Funds $6,554.00

* From Indirect Costs.

EXHIBIT A

STATEMENT OF INSTITUTIONAL QUALIFICATIONS

1. General Statement on the Institution

A. History

Bellarmine College received its first students on October 3, 1950. Only freshmen were accepted the first year. The curriculum was expanded each year until the College assumed the status of a four-year institution of higher learning at the beginning of the 1953-54 academic year. On June 21, 1954, the 42 members of the College's first graduating class were awarded the B.A. degree.

During its first seven years the College was an operation of the corporate entity, the "Roman Catholic Bishop of Louisville." On July 1, 1957, the College was incorporated independently under the laws of the Commonwealth of Kentucky, and a board of control, designated as the Board of Visitors was established. The Board of Visitors and the administrative officers of the College are assisted in the discharge of their responsibility by a lay advisory group known as the Board of Overseers.

When the College opened in 1950, its enrollment was 210. In the Fall Semester of 1965-66, a total of 4,563 persons were

engaged in the College's various programs of study. This total included 1,378 students in the day division, 376 students in the evening division and 2,809 in the College's Division of Adult Education.

B. Accreditation

Bellarmine College began its work in affiliation with The Catholic University of America, Washington, D. C. In December of 1956, the College was accredited by the Southern Association of Colleges and Schools. The following month, it was admitted to membership in the Association of American Colleges.

C. Major Colleges and Departments

Bellarmine College is a college of arts and sciences awarding the B.A. degree in the Departments of Accounting, Biology, Business Administration, Chemistry, Education, English, Foreign Languages, History, Mathematics, Philosophy, Physics, Political Science, Psychology, Sociology. In cooperation with Ursuline College of Louisville, it also offers the B.A. degree in Art and in Music. Bellarmine College also has the Departments of Fine Arts, Economics, Speech and Theology.

II. Community Service and Continuing Education Programs

A. Brief History

From its inception, Bellarmine College has been in the field of community service and continuing education. In 1950, its program was begun under the title of "Community Education Program" and enrolled 237 students for courses of a not-for-credit but of a college level. With the Fall Semester 1960, the title was changed to "Division of Adult Education."

B. Administrative and Fiscal Organization

The College's Division of Adult Education reports to the President of the College through the Dean's office and is under the immediate supervision of a Director who is currently also the Assistant to the President of the College.

The College's Division of Adult Education has the same fiscal organization as the entire College, using the College's Business Office and Fiscal executive for all financial operations.

C. Program Organization

1. Department

Bellarmine College serves the area of community service and continuing education through its Division of Adult Education

which in turn calls upon the personnel of each of the College's Academic Departments according to the type of program, course, conference, seminar, etc. being mounted. The Division is free to cross departmental lines by means of the Dean's office.

a. Personnel

While the Division's chief officer is its Director who does have other broad administrative duties, it is capably served by the Director's secretary and teaching faculty drawn from the College's Academic Departments and from highly competent and professionally qualified people from the Greater Louisville Community on a need or particular program basis.

b. Current Programs

While the Division of Adult Education has a wide scope of programs, it tends to cycle many according to community needs. Specifically, it sponsored this past academic year, among others, such programs in the Leisure Learning Series as:

Effective Thinking

Great Decisions

Montessori Method

New Mathematics

Personality Improvement

Principles of Mental Adjustment

Its Professional Development Series, among others, included courses in:

Speed Reading

Interior Decorating

Group Dynamics

Experimental Design

Oil Painting

Real Estate

Stock Market

C.P.A. Review Courses

Its Institute and Conference Series, among others, included:

Business-Education Symposium - a pilot program for all colleges and universities.

A Tobacco Institute on the national level

c. Potential Programs

The Division ranges widely in most all academic areas considered of service to the Greater Louisville Area which it serves, bringing to its work the particular academic strenght of an influential Liberal Arts College.

2. No other Department within the College has such responsibilities.

D. Communities currently served by Community Service and Continuing Education Program

While the College serves the Greater Louisville Area, it also works in the Bardstown, Kentucky area through its Flaget Forum, in the Campbellsville, Kentucky area through its Campbellsville Forum and at times in the Fort Knox area through its Joyce Kilmer Forum.

E. Facilities

The College's Division of Adult Education makes use of the College's academic facilities and of facilities in the areas wherever its programs are best held for the people served.

III Faculty Resources

1. Project Director

Rev. Richard L. Friedrich, B.A., M.A.; Director of Bellarmine College's Division of Adult Education since 1958. Currently also Assistant to the President of Bellarmine College. Eight years of experience in all fields of administration of college level adult courses, seminars, institutes, workshops, forums, etc.

Associate Professor of Modern Foreign Languages but currently full-time administration.

2. Assistant Project Directors

1. Sister Francis Jane, S.L., Superior of Loretto High School Convent (West End of Louisville), formerly Dean of Students at Webster College and Chairman, Department of Education of Loretto Heights College (Denver), holds M.A. in Education from St. Louis University, active in various P.T.A. and civic groups in the West End of Louisville, Kentucky.

2. Rev. Arthur J. Hartman, Pastor of St. Augustine Church (West End of Louisville), holds A.B. degree from St. Mary's College, graduate work at St. Meinrad Seminary, active in P.T.A., civic and ministerial associations in Louisville and its West End.

3. Instructional Faculty

1. Scott W. Cole, Ph.D. Holds Doctorate in Political Science from University of Michigan and rank of Associate Professor, Department of Political Science at Bellarmine College. Experience in labor and government. To teach course "Civic Responsibility".

2. Miss Beulah Hudson, N.A.P.,Registered Parlimentarian; listed in Who's Who in American Women; Corporate Secretary of Kentucky Home Mutual Life Insurance Company and Secretary to the Honorable Charles I. Dawson of the Law Firm of Bullitt, Dawson & Tarrant. To teach course "Parlimentary Law and Procedure".

3. A.P. Tadajewski, Ph.D. Holds Doctorate in Psychology from the University of Kentucky; Lecturer in Psychology at Bellarmine College and Director of the Guidance Clinic for the Louisville Archdiocesan School Board. To teach course "Group Emotional Adjustment".

4. Rev. Joseph M. Miller, B.A., M.A., candidate at Indiana University for Ph.D. in Speech and Communication. Assistant Professor of Speech. Former director of Debate and Forensics at Bellarmine College. To teach course "Speech Dynamics".

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